National Congress Bulletin

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Dear P.T.A. President:

OMETIMES when I sit down to write to you I can't help vondering whether you know how much I long to say omething that will have a personal meaning for you. In my ind's eye I see you, working in your own school community. know how necessary is the work you do. And I feel that only one phrase, sentence, or paragraph seems to be vritten directly to ***you,*** then the National Congress of arents and Teachers—with its more than eleven million eople in membership, its geographic area reaching far into e Pacific, across the Atlantic, and touching the Arctic Ocean—has become more intimately a part of you and you ore recognizably a part of it.

By this time, as the softly cooling breezes of August con- in a hint of the autumn days to come, you and your program ommittee are putting the finishing touches on your program. our membership committee has developed its carefully laid ans to reach every father and mother and teacher with a ordial invitation to join the P.T.A.—for there is not one erson who is not needed. There is not one person who oes not have a share and stake in the P.T.A. of your school.

» Mr. and Mrs. Parker enjoy the scenic beauty of the nearby Rocky Mountains after the National Congress convention in Denver.

» The securing of new members is not always a simple task. More often it is an arduous one that calls for planning, persistence, and skill. Yet carefully carried out it increases our knowledge of the unlimited possibilities in this interrelationship between teachers in the school and parents in the home. My best wishes to you in your program planning and your membership enrollment.

» Currently the National Congress is engaged in three projects that we hope will have far-reaching effects. It has long been a question as to whether or not the National Congress could offer parents and teachers some guidance in the selection of TV shows, just as it has done, for a number of years, with motion pictures. Now we are ready to do so. Each month the ***National Parent-Teacher,*** our official magazine, will carry evaluations of TV programs viewed by children and families.

» The monitoring and appraising of these programs is a complicated procedure, which takes a tremendous amount of coordinated effort. We invite your reaction and response to this new feature. We trust, of course, that the good TV programs will be encouraged by our support and that better ones will appear as a result of our interest. That is why I ask you to urge the members of your P.T.A. to let the station and sponsor know when they are pleased with a program, as well as when they are not. Individual reactions do count.

» We are launching a second project this year, an experimental plan to encourage family life education in the public schools. This pilot project will be conducted jointly with the American Social Hygiene Association, which, like the National Congress, has for years promoted long-range programs of family life education. We hope during the two remaining years of this administration to bring you some clear-cut suggestions on ways in which your P.T.A. may help to secure more and better family life courses in your schools.

» Finally, there is in progress at least one state-wide program to increase continuous health supervision, with the prospect of more in the near future. We shall report the results of this newly developing health project later.

» Thus does the National Congress design a portion of its enterprises to be helpful to you, who work so earnestly and well in your own home community.

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

NCPT Membership Proclamation PTA

1959–60

AS I PREPARE this year's membership proclamation, a pointed and powerful sentence from II Kings crowds my mind. Here are the words: "Let us go unto Jordan . . . and take thence every man a beam."

» ***Every man a beam*** conjures up what seems to me the perfect image of concerted movement in a great enterprise. It shouts cooperation. There are times when leaders must be subordinate. In the annual effort to bring our program to the whole country, they alone cannot do the job. These are vital moments when the total organization must surge forward, when we must take thence every man the beam of our P.T.A. message.

» ***Thence*** . . . Here is the word that suggests progress, movement toward a goal. The National Congress has demonstrated its capacity for achievement. With good reason many of our members take deep satisfaction and justified pride in their accomplishments. But what we have done dwindles when it is measured against the ideal. ***Thence*** is our ideal. It's where we are going that counts most, not where we have been. So the word suggests that we are on the move. We are not standing still.

» We are urged by the text to carry ***beams.*** Not two-by-fours or kindling. There is building to be done. We want to put up a better tabernacle, a more functional edifice, and it will take beams to do it. There must be planners and architects and experts, but the picture drawn here is of every person enduring some struggle and hardship and inconvenience. For beams are big. In carrying them there is struggle and effort. True, we carry good tidings when we call on all our neighbors, but we also carry the burden of a great message—one not to be delivered carelessly, for the child is at stake.

» There are those who may feel they cannot take on another burden. I would remind them of a story told by Margaret Lee Runbeck about a group of refugees who had to move across a difficult terrain. The adults were ill and exhausted, the children almost too tired to make the journey. The leader suggested one rule: Whenever a person was about to faint and had only an ounce of strength left, he must carry a child during his last steps.

» The first man who felt that he could go no farther took the smallest and weakest child. To his astonishment, he gained strength by the act. So it proved with others along the line. All gained courage and stamina from lifting a child, from the responsibility of an added burden.

» There is another reason why the text stands out so sharply in my mind these days. It is to be found in the word ***man.*** Let me be literal in my interpretation. One of the encouraging things about our time is the increasing concern of men for children's well-being and education. Twenty-five years ago men constituted less than 20 per cent of our membership. In the past twenty-five years the number of men in our membership has more than doubled. But it ought to be doubled again and then quadrupled. Men ought to comprise at least half the membership of the parent-teacher organization.

» For this reason I urge that our men members carry the message of the National Congress to other men. What we are doing is not only family and school work but community work. Let us invite men as partners, invite them to assume larger commitments through membership in the P.T.A.

» What we, men and women alike, are trying to do will contribute to the national welfare, to the welfare of people everywhere.

» Therefore, I, Karla V. Parker, president of the National Congress of Parents and Teachers, do hereby declare the month of October 1959 as Membership Enrollment Month. In so doing I would remind all of us—newcomers, old-comers, and would-be comers—that P.T.A. work is everybody's business. And when I think of this it is no marvel that I think of the text, "Let us go . . . and take thence every man a beam." Let us call on all with an invitation of personal challenge and opportunity.

Karla V. Parker

OUR GOAL:
MORE THAN 12,000,000 MEMBERSHIPS
BY APRIL 15, 1960

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CARE AND SHARE... *Give National Life Memberships*

CONVENTION SUNDAY in Denver was indeed special for all of us who attended the buffet supper for Honorary National Life Members. Each year more and more of the men and women who have been accorded the National Congress' highest honor are among the guests at this once-a-year occasion. This year we were fortunate in having with us several past National Congress presidents, two of whom, Mrs. William Kletzer (1940–43) and Mrs. John E. Hayes (1949–52), were feted as 1959 guests of honor. Mrs. William A. Hastings (1943–46) and I (1952–55) were given opportunities to discuss our Endowment Fund and to explain how it gives parent-teacher services an ever widening scope as it builds up from National Life Membership proceeds.

The April 15, 1959, reckoning of total Memberships revealed that every state congress, with but one exception, is now represented on the list. Some state representations are large and some are small. (The largest groups, you might be interested to know, are in California, Ohio, and Texas.) But no matter where a new name appears on the list, it indicates an increased awareness that the extension of parent-teacher services, through National Life Membership, is an incomparable way of recognizing outstanding efforts for children and youth.

How I wish all the distinguished persons on this list could speak to you now of their endeavors in behalf of our young people! Some might describe picturesque and historic deeds. But most of them, I believe, would tell of persistent and quiet day-to-day efforts—efforts that may have seemed of small consequence at the time but that, if they were to be analyzed, made the difference between a mediocre job and a job well done.

• Laurels go to John F. Fox, president of the Punahou School, Honolulu, Hawaii, from the 3,445 members of the Punahou P.T.A. Here Dr. Fox accepts from Mrs. Howard Liljestrand, P.T.A. president, the symbol of highest P.T.A. regard—a certificate of Honorary National Life Membership.

For this is largely the kind of effort, multiplied again and again, that has carried parents and teachers and their fellow citizens steadily toward the cherished parent-teacher Objects.

Although many, many devoted friends of children appear on our list of National Life Memberships, how many others can you think of who *should* be there? Who in your community, for example, has steadfastly stood and acted for better schools for children? Now—at the beginning of this new parent-teacher year, or possibly during your Membership Enrollment—would be an especially appropriate time to pay tribute to some of the persons you're thinking of and, in so doing, to proclaim your abiding faith in the future of parent-teacher work.

Information on ordering National Life Memberships can be found in your *Parent-Teacher Manual.*

Mrs. Newton P. Leonard
A Director of the Endowment Fund
National Congress of Parents and Teachers

A Pilot Project in Family Life Education

A PILOT PROJECT aimed at promoting family life education in the United States is being launched this month by two nation-wide organizations—the National Congress of Parents and Teachers and the American Social Hygiene Association. Through this joint effort, millions of P.T.A. members will add the weight of their interest in better family life education to activities of the kind the American Social Hygiene Association is now concentrating on—expanding and strengthening courses in family life education in the schools.

In announcing the pilot project, Mrs. James C. Parker, National Congress president, termed it "of the utmost importance" in parent-teacher efforts "to revitalize interest in, and knowledge about, the family and its members."

The initial project in the long-range program will be undertaken in Arizona, Nevada, New Mexico, and Utah, with plans calling for community and statewide family life education activities.

Coordinator of the joint project will be Calvin H. Reed of the University of Nevada College of Education, who is also chairman of the National Congress Committee on Parent and Family Life Education. Edgar C. Cumings, director of the A.S.H.A.'s division of education, will administer the project for his organization.

• Here's a scene that will be repeated many times this year as P.T.A. representatives "call on all" during their membership enrollments. This picture, taken last October, shows Mrs. Phillip Vanos, membership chairman of the Whittier P.T.A. in Sioux City, Iowa, inviting Mrs. Robert Piper, state membership chairman, into membership in the Whittier P.T.A.

A CONTINUING CONCERN—THE PROBLEM OF PORNOGRAPHY

• In last month's *Bulletin* you saw the recommendations of the National Congress for striking at the deluge of pornographic materials being sent to young people through the U.S. mails. And you will see more on this subject in future issues. For the present, however, may we remind you (1) to read "Pornography—The New Black Plague" in the September issue of the *National Parent-Teacher* and (2) to let us know what you and your community are doing to combat the flood of pornographic filth.

1959 NATIONAL CONGRESS CONVENTION

A Wellspring of Ideas for "Strengthening the Home, Source of Our Nation's Greatness"

ON THE ACTION PROGRAM IN GENERAL

OUR ACTION PROGRAM is based on the known and usable. . . . It is firmly rooted in the knowledge that the home is indispensable, that nothing can supplant it or substitute for it. It is soundly based on the knowledge that we cannot strengthen the home without first strengthening the individual men and women who are the creators and makers of homes. . . . We know that we must strengthen also the schools, the churches, and the whole range of community services that supplement the home, support it, and safeguard it.

—MRS. JAMES C. PARKER, president, National Congress

ON STRENGTHENING THE FAMILY

IN ALL THREE major aspects of the child's development [moral, social, and intellectual] it is the family who gives him either a good start or a bad start. And there isn't a great deal that school, church, or community organizations can do to overcome a bad start made in an inadequate family. That is why child study and parent education seem to me to be so important a part of the P.T.A. program.

—ROBERT J. HAVIGHURST, professor of education, University of Chicago

I CAN THINK of three ways in which P.T.A.'s can carry out the assignment of strengthening the home: (1) Make sure that at each monthly meeting some emphasis is given to the family. (2) Undertake special projects. Build up the library's collection of reading material on family life education. . . . Engage in cooperative projects with other agencies that are concerned with strengthening family life. (3) Develop study-discussion groups for parents and teachers. We have plenty of ability in our P.T.A. parent education programs. We have only to put it to use. As for materials, there are our official magazine, the *National Parent-Teacher*, with its three study-discussion programs, and the book *Guiding Children as They Grow*. Parents will enjoy reading articles from both these sources and talking with others about them.

The P.T.A. can be a catalytic agent in a community to get action started on the strengthening of family life.

—CALVIN H. REED, national chairman of Parent and Family Life Education

IF YOU WANT to know the real secret of family strength, may I suggest that you read, study, learn, and apply the message on every membership card—our Objects.

—HOWARD L. BOWEN, national chairman of Rural Service

TODAY'S TEEN-AGERS are not prepared for parenthood. How can we expect them to be when they have had no specific education for it? . . . We already know a great deal about when and how and by whom family life education can be taught. What we need is an increase in such education. Let me suggest three courses of action for P.T.A.'s:

First, encourage family life education in the high school and interpret it to the community.

Second, seriously undertake to carry out the current action program of your organization. Projects that bring parents and young people together for the education of both should be especially urged.

Third, actively promote parent education study-discussion programs at all levels. . . . Whereas a mere handful of scientists could launch satellites into outer space, we need millions of parents—well prepared, confident, and comfortable in their roles—to put into practice the best that is known about the rearing of children.

—EVELYN MILLIS DUVALL, author and family life consultant

ON STRENGTHENING MENTAL HEALTH

THERE ARE a number of concrete things we can do [in the area of mental health]. We can have general meetings, study-discussion groups, and special projects on mental health. In our general meetings we can use the marvelous mental health resources that exist in our department of public health, in nearby colleges, and elsewhere in the community. We can bring experts from various agencies and institutions to discuss such subjects as the emotional needs of children, methods of guiding children's development, ways in which the schools build mental health into the curriculum. Study groups can learn about building good family relationships, about emotional forces at work in human relations, about guiding children's behavior, about personality problems. For special projects we can plan a mental health book show or visit a mental health clinic.

—WILLIAM G. HOLLISTER, M.D., national chairman of Mental Health

ON STRENGTHENING EDUCATION

WE MUST esteem the life of the mind—not just in school but in the home as well. Every teacher confronts the problem of motivating the talented, promising youngster who hasn't channeled his energies and abilities into intellectual pursuits. When we try to discover the trouble, frequently we find that he comes from a home without books, a home without ideas. It isn't always a poverty-stricken home; sometimes it's a luxurious home. But in my opinion any home without books and ideas can be criminal in its impact on the American child, for it sends him into society with a vacuum. . . .

If we are going to do something constructive about education we must ask the question, In what direction and for what purpose? . . . To me the whole problem of education or growing up is the problem of stretching oneself—stretching toward an image of man, woman, and society that is excellent.

—MAX LERNER, professor of American civilization, Brandeis University

AMERICAN EDUCATION . . . must play its part in laying the foundation of a true democracy that will not only win battles

• In a colorful National Congress convention ceremony preceding the Pledge of Allegiance to our country's flag, the flags of the host state and the two newest states are presented by an ROTC color guard. Shown here with their ROTC escorts are the congress presidents from the three states: from left, Mrs. R. J. Arnold, Colorado; Mrs. Teruo Yoshina, Hawaii; and Mrs. James M. Orr, Jr., Alaska.

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conquer the hearts of men. And partici-
ion of the family and the home in the
ool program is the basis of our demo-
tic philosophy of education.

—ANAND MALIK, visiting lecturer in education, University of Idaho

E NEXT TIME each of you sees a local
ool board member I wish you would
"May I have a copy of the written
cies on the operations of our schools?"
e of the major objectives of the National
ool Boards Association this year is to
suade more boards to have written
cies.

—ROBERT E. WILLIS, president, National School Boards Association

I STRENGTHENING RENT-TEACHER COOPERATION

ENTS AND TEACHERS should meet to-
ner, and meet often. The P.T.A. has,
ough the years, espoused many activities
t have grown out of this getting together.
has been greatly concerned about all
lic policies pertaining to education—so
ch so, I suppose, that people tend to
to the P.T.A. as the organization which
nd should be, best informed on public
cy as it concerns our schools.

—H. GRANT VEST, Colorado Commissioner of Education

R PARENT-TEACHER PARTNERSHIP, which
as one of its chief purposes the improved
erstanding of children, will be most
uable if it is forged of the common as-
tions of home and school. . . . Equally
ent for the parent-teacher partnership is
eement on the basic objectives of Amer-
education, the curriculum, and methods
nstruction. Here I would urge that pro-
n planning for unit meetings be con-
red the most important single assign-
t in P.T.A. work. Schools have the per-
nel to present, in an interesting and un-
tandable way, what is taught, how it is
ght, and why it is taught. In the dis-
ion and answer period, which would be
ntegral part of each meeting, teachers
administrators learn the interests of
nts. And certainly this communication
sential if our schools are to be the image
what the American public wants and is
ng to pay for.

—MARTIN ESSEX, president, American Association of School Administrators

INK we are sometimes a little gullible.
instance, I can't remember when good
ol systems weren't doing a great deal
he so-called gifted. But now, with the
g of the pendulum, . . . everybody is
g to take seven years of math, much
ce, and three, four, or five languages.
ol administrators are getting pressure
uch things from P.T.A.'s. But if instead
winging with the pendulum, parents,
inistrators, and teachers would sit down
ther and talk about children as indi-
als, . . . we could make the finest ed-
ional progress in history.

—J. C. MOFFITT, second vice-president, National Congress

AMERICAN EDUCATION WEEK

November 8-14

THEME: PRAISE AND APPRAISE YOUR SCHOOLS

YOU HAVE a special American Education Week partner this year—one that's ready to step in and help you "Praise and Appraise Your Schools." It's the National Congress publication *Looking In on Your School: Questions To Guide P.T.A. Fact Finders.*

In the Foreword, Mrs. James C. Parker, national president, stresses that "conscientious study and generous consideration of the needs of our schools" can result in "more and better education for each child and each youth."

With interest in schools running deeper, there's more opportunity than ever before to welcome A.E.W. as a channel for guiding this stream of interest into a ceaseless flow of wholehearted, constructive support for the schools. Such support, however, has to be rooted in correct information if all the people are going to be convinced that education is their business. And *knowing the correct facts and interpreting them to the public is P.T.A. business.* Thus *Looking In on Your School* (if you don't have copies on hand, they may be ordered from your state congress or the National Congress for 35 cents each) can become a basic and accurate tool for making sure that A.E.W. efforts will blossom into steadfast, unselfish support for the schools.

You'll also find other fact-packed aids among the inexpensive materials available from American Education Week, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Sending now for the list of these A.E.W. materials might be another good way of ensuring more punch for this year's plans.

Again this year sponsors of American Education Week are the National Education Association, the American Legion, the U.S. Office of Education, and your National Congress—organizations that have long recognized the value of a yearly roundup of efforts to renew and revive American citizens' concern for their public schools.

Spadework for the observance can't begin too soon. There's much to be done if the P.T.A. wants to accrue year-round benefits from American Education Week—such things as "looking in on your school," lining up ideas, enlisting cooperation, assigning responsibilities, figuring out finances, planning projects that fit the community, building enthusiasm, and getting set for some lively publicity. Daily topics for the week, which follow, may provide ideas for initial publicity:

Sunday	—THE CHILD: What Does Education Mean to Him?
Monday	—THE PARENTS: How Can They Work for Better Schools?
Tuesday	—THE TEACHER: What Is a Teacher?
Wednesday	—THE PEOPLE NEXT DOOR: Who Are They?
Thursday	—THE SCHOOL BOARD MEMBER: What Are His Responsibilities?
Friday	—THE ADULT CITIZENS: How Can the Schools Serve Them?
Saturday	—THE VOTER: How Does He Make His Decisions on Education?

How to link current issues and problems in education to the daily topics was discussed last winter when A.E.W. sponsors met to plan. Their suggestions, as you can see, extend through fields of parent-teacher interest:

THE CHILD—character building; citizenship; school curriculum; guidance and counseling; gifted student; student's future in higher education.

THE PARENTS—parents' relationship to the school curriculum; education for family living; role of grandparents and senior citizens in school improvement.

THE TEACHER—recruitment; retention and preparation; education; recognition; relationship to child and parent; methods of teaching; curriculum.

THE PEOPLE NEXT DOOR—special reference to Pan American world neighbors; international understanding; foreign languages in the schools; survival and national security.

THE SCHOOL BOARD MEMBER—school plant and maintenance; school finance; curriculum; teacher recruitment; policies on some of newer ideas, such as year-round school, longer school day, foreign languages in elementary grades, and teaching by television; experiments in class size; relationship between school board and school administrator.

THE ADULT CITIZEN—adult education; school as a community center; broader responsibilities of the good citizen to education.

THE VOTER—influence of his ballot on education; relationship to school finance; curriculum; selection of school board members; economic dividends of good education.

School Thrift Program

SAVING DOLLARS makes sense, and this important lesson is most easily learned in the growing-up years. True, we can't expect the young economist to help us with such grown-up jobs as balancing the national budget or preventing inflation. But children *can* take their first steps along the road of free enterprise by learning to manage their small savings programs and spending.

As Mrs. James C. Parker, our national president reminds us, a citizen of the United States indicates through savings his faith in his own future and in his country. Let's study carefully the School Savings Thrift Program, here explained in a message prepared by the U.S. Treasury Department especially for P.T.A. members.

The Plan—Here's a practical plan to help your homes, your school, your community, and your nation. It's simple to operate and it will pay dividends, as a character-building project and in increased financial security. Just do these things:

1. Devote a meeting, or part of one, to explain this stamp thrift plan.

2. Appoint a savings bond chairman and a committee, the chairman to be responsible for having two members of the committee in the school on a specified day each week during the school year.

3. Ask the chairman to obtain a consignment of U.S. Savings Stamps in various denominations from your local post office. Stamps in 10-, 25-, and 50-cent denominations have proved most popular for school sale. The Treasury also issues convenient little $2.50 and $5.00 gift stamp books containing the popular 25-cent stamp. Stamp albums, in which the stamps can be pasted, and Peach Patrol membership cards are available free from the post office.

4. Make arrangements with the school principal to maintain an attractive stamp booth in a prominent location in the school.

5. Arrange, if possible, to show stamp and bond motion pictures during school assemblies.

6. Get the local press, radio, and television to help you publicize the thrift program.

7. Help students exchange their filled stamp albums for Series E Bonds at a bank.

8. Recognize the achievement of students who help you.

Aids for Your Program—The Treasury furnishes useful materials to help you carry on this beneficial program:

• Savings started early can make the difference when college years roll around.

1. Posters for classroom and bulletin boa display.

2. "Point of sale" sign for the booth.

3. Motion picture films (16mm) both in col and in black and white for assembly showing On request a folder describing them, "U. Treasury Free Films for Stamp Day Showing will be sent along with the posters. Just ser the request to Education Section, U.S. Savin Bonds Division, Treasury Department, Washin ton 25, D. C.

In addition, the Treasury wishes recognize schools, leaders, students, ar others who conduct successful scho savings programs. To do so, it mu have information on their activities.

OPPORTUNITY KNOCKS . . . THRICE!

1 Parents and Teachers as Partners, we find, can be called *unique* in the strictest sense of the word—a fact verified lately by J. C. Moffitt, second vice-president of the National Congress. Dr. Moffitt, who is also superintendent of schools in Provo, Utah, spends much of his spare time promoting education and parent-teacher work, activities that entail scores of addresses, discussions, interviews. He declares that never before, in all his searching for resources, has he found anything equal to this booklet's fund of why's and how's on parent-teacher relationships.

A recent order from the Ohio Congress for 2,500 copies of *Parents and Teachers as Partners* confirms Dr. Moffitt's belief. The booklet belongs on all P.T.A. and teachers' bookshelves (especially new teachers'), and it's a primary source of facts for P.T.A. members who invite neighbors into membership.

2 Signals for Safety has a brand new companion piece—a "Safety Study Guide" that fits neatly inside its covers. *Signals*, as you may know, fairly bulges with practical information on making "an environment free from avoidable physical hazards" (Statement of Principles) for all children. And now the guide, with its study and discussion questions on four sections of the booklet, makes this information even more serviceable.

P.T.A.'s that are determined to cut down the child accident toll can build effective study-discussion programs around this booklet and its guide. And as word gets around, they may find themselves reaping other benefits—interested new members.

3 Such Is the P.T.A. Story, a reprint of a message (in the *National Parent-Teacher*, April 1959) from the National Congress president, Mrs. James C. Parker, proved a powerful aid for the Edwards P.T.A. in Beaumont, Texas.

Mrs. A. L. Whitson, its president, wrote that a local newspaper had published an article titled "Waning Interest in Local P.T.A." Mrs. Whitson termed it "not too offensive," but she said it was based on faulty information as well as blindness to well-known facts. To back up her answer to the editor, Mrs. Whitson sent along *Such Is the P.T.A. Story*. The result was a rousing twenty-inch editorial—highly favorable.

It was for just such a purpose that Mrs. Parker's message was reprinted. Using all or part of it as a booster for your own P.T.A. publicity can put solid props of respect and understanding under your program of action.

Available from the state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. No. 1, 60 cents a copy. No. 2, 50 cents a copy (guide enclosed). No. 3, $1.25 for 100 copies.

Another Alert

• From the National Safety Counc comes a warning about a new danger children—the miniature automobiles which many youngsters are merri scooting about these days. Some of the midget motors are so heavily powere that they can go 40 or 50 miles an ho —"too fast for any youngster under to drive anywhere, anytime." But tho that can go no more than 5 miles a hour are dangerous too; for even the child drives his "toy" car in h own back yard and doesn't venture on the sidewalk or street, Safety Counc figures show that he's gambling wi death or injury.

Concludes the Council: "The vari tions in circumstances, ages, condition and types of these little cars and the drivers are so great that there is on one really safe rule for their use—don let children use them!"

FOR CHILDREN AND YOUTH . . .

Promote the P.T.A. Magazine—NATIONAL PARENT-TEACHER

Plans Afoot

LET US PLAN BIG as we start on a nd new year of promoting our grand gazine!" Mrs. Joel L. Burkitt, national irman of *National Parent-Teacher* Maga-e, urges her partners in her Promotion cket memo.

The Packet was mailed in August, and s. Burkitt hopes each president will pass long to the Magazine chairman of his .A. *just as soon as it's received.* Why? The wer's in the Packet—in the tools the irman needs *now* if he's to PLAN BIG—l make this the BIGGEST YEAR yet for *ional Parent-Teacher* in his community.

in a Child's Lifetime

National Parent-Teacher's 1959–60 study-cussion programs on parent and family education, grouped under the title "All Child's Lifetime," begin in the Septem-issue. So it's not a minute too soon to t promoting study groups in your P.T.A. ny units call attention to their study ups during membership enrollment be-se they know that opportunity for group ly is a big *plus* for getting parents in-sted in joining the P.T.A.

The leaflet *All in a Child's Lifetime* lists articles to appear in the preschool, ool-age, and adolescent courses, and s brief summaries of them. It also con-s an invitation to join a P.T.A. study up (with space for writing in the name our unit) and a subscription blank.

Last Word

's easy to acquaint parents with *National nt-Teacher*—especially with the help of bright promotion leaflet *The Last Word . The First Choice* (replacing last year's *erstanding. . . Outstanding*). This eight-e flyer points up the sound, up-to-date rmation always found in *National Parent-her* and helps you explain why "all who about children and seek to guide them ly" need the P.T.A. magazine in their es.

ou'll discover a versatile helper in *The Word*—your "right-hand man" when displayed or distributed at P.T.A. meet-; mailed to P.T.A. members and other nts in the community; left in homes n you call during membership and sub-tion enrollments; or quoted in promo-material.

***in a Child's Lifetime* and *The Last d. . . The First Choice* are available n your state congress or from the ional Congress of Parents and Teach-700 North Rush Street, Chicago 11, ois. Each title: 35 cents a hundred es, $3.00 a thousand.)**

● "Keep the Lines of Communication Open" was the theme of the "National Parent-Teacher" breakfast held during the Wyoming Congress convention at Riverton. Pausing at the attractive exhibit table are, from left, Mrs. Glenn K. Rogers, state Magazine chairman and also national chairman of Congress publications; Mrs. Samuel M. Thompson, state congress president; and Mrs. William Lamming, local chairman of the Magazine breakfast.

What's an Association Subscription?

● An association subscription? It's an NPT subscription plan set up specifically for P.T.A. convenience. Sometimes it's called a bulk, club, or block subscription. But whatever the term, it means the two—or more—subscriptions that a P.T.A. purchases for the use of its members and has sent to one address.

The issues obtained through this subscription arrangement might be used:

TO MAKE the Magazine accessible to more persons—the local president, the school principal, committee chairmen.

TO PROVIDE opportunity for members and visitors to "pay as they go" rather than advance the total subscription price of $1.50. (In this instance, the proceeds of the monthly sales reimburse the association for its initial outlay.)

TO KEEP a permanent Magazine file for officers, chairmen, and study groups.

TO PLACE Magazines on the parents' bookshelf on a loan basis.

P.T.A. money spent on subscriptions to *National Parent-Teacher* is money well spent—for it brings information into the community that's worth far, far more than the price of the publication.

A Family Guide to TV

● "Just what we've been waiting for!" This is the way readers have greeted the announcement of NPT's new TV evaluation service. Starting in the September issue, it will provide reliable, interesting, and helpful evaluations of the regular TV offerings for children and the family, contributed by an experienced group of reviewers.

Be sure to tell your P.T.A. members about this new Magazine feature, which, as far as we know, can be found nowhere else. Study the first evaluations and you'll be able to explain how the Magazine will help parents guide their children's TV viewing.

Today almost every home has a TV set; let's see to it that every home has *National Parent-Teacher* too!

Let's All Join

● The basic purpose of *National Parent-Teacher* Magazine clubs is to encourage continuous efforts to widen the scope of the Magazine's service. To acknowledge achievements, then, P.T.A.'s are offered opportunities to qualify for membership in TWELVE clubs:

25-or-More Club	**250-or-More Club**
50-or-More Club	**300-or-More Club**
75-or-More Club	**350-or-More Club**
100-or-More Club	**400-or-More Club**
150-or-More Club	**450-or-More Club**
200-or-More Club	**500-or-More Club**

Whenever a P.T.A. has forwarded enough subscriptions to qualify for a Magazine Club, the local Magazine chairman claims a club membership by notifying the Magazine office in Chicago, stating the number of subscriptions forwarded and the dates on which they were sent to Chicago. (Certificates, which are mailed on the tenth and twenty-fifth of each month, October through April, cannot be given without this information.) All requests for certificates should be addressed to the Certificate Department, National Parent-Teacher, 700 North Rush Street, Chicago 11, Illinois.

P.T.A.'s that set out early to qualify for the 25-or-More Club certificate will have best opportunities to go on and score up *all twelve certificates* during the year. The end product—strengthening and enriching the homes of the nation—is worth working for.

P.T.A. BULLETIN BOARD

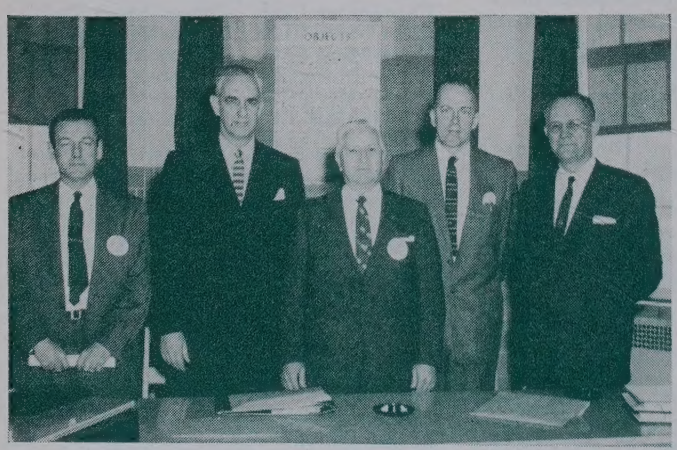
BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S

- **BOTH PUPILS AND PARENTS** had a chance to ask questions about methods and curriculum innovations at a meeting of the Emerson Junior High School P.T.A. (Cleveland, Ohio). Students held discussions prior to the meeting, and each group elected two representatives to carry comments and queries to the meeting. On hand to report and answer questions on the school's expanded programs in the fields of foreign languages, mathematics, and guidance were the teacher in charge of the junior high school foreign language program, the Lakewood director of curriculum, and the Lakewood director of research and guidance.

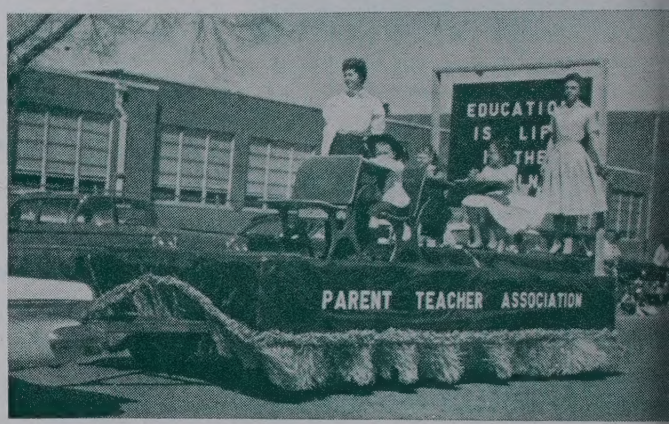
- **"WE ARE PROUD OF OUR P.T.A.'s** and the very outstanding service they are rendering in the interest of parents and children in our area. I would most certainly be lost without the wonderful support, assistance, and cooperation that it has been my pleasure to enjoy from these groups," writes H. L. Hendricks, supervising principal of the Governor Mifflin Joint Schools, Shillington, Pennsylvania, in a letter to Mrs. Cecil S. Garey, National Congress vice-president from Region II.

- **AT THE PARENT-TEACHER WORKSHOP** held each year by the Lakeview P.T.A., Santa Fe Springs, California, parents help teachers make the educational games and displays that will be used during the school year. This activity gives parents a chance to get better acquainted with the teachers and also to get a clearer picture of classroom methods.



• Participants in a panel discussion on "Current Problems in Delaware Education" at a meeting of the Delaware Congress' state board of managers were (left to right) Gordon McLean, president of the Lincoln P.T.A. at that time; John Heiney, superintendent, Mt. Pleasant Special School District; George R. Miller, Jr., state superintendent of schools; Herbert H. Peckham and Dean C. Steele, both past presidents of the Delaware Congress.

- **AFTER-SCHOOL FRENCH CLASSES** for interested children were organized by the P.T.A. of George Rogers Clark School (Louisville, Kentucky). Three classes of twenty children each have been meeting once a week



• "Education Is Life in the Making" is the theme of this prize-winning float, created by the North Ward and South Ward P.T.A.'s of Shamrock, Texas, for the local St. Patrick's Day parade.

√ CHECK YOUR CALENDAR

P.T.A. Membership Enrollment Month, October.

United Community Campaigns of America, September 7 to November 26.

Fire Prevention Week, October 4–10.

United Nations Day, October 24. (U.N. Week, October 18–24.) Program materials may be secured from the United States Committee for the United Nations, 816 Twenty-first Street, N.W., Washington 6, D. C.

1960 National Congress Convention, May 22–25, Philadelphia, Pennsylvania.